

**MID-CYCLE VISIT  
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**NORTHBRIDGE INTERNATIONAL SCHOOL CAMBODIA**

**Street 2004, Phnom Penh**

**Cambodia**

**Self-Study Visit: March 9~14, 2012**

**Mid-Cycle Visit: November 17~19, 2016**

**Visiting Committee Members**

Mr. Barry Ratzliff

Head of School, Hokkaido International School

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Middle School Principal, Ruamrudee International School

## NISC Learner Outcomes: The IB Learner Profile

### The IB learner profile



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## School Mission, Values and Ambition (Vision) Statements:

In light of its recent incorporation into the Nord Anglia Schools group, NISC's Mission, Values and Ambition (Vision) statements were recently reviewed by the community (see Appendix 1 for the process) and rewritten as follows:

School Mission
<p>Inspiring dynamic, respectful and compassionate global citizens.</p> <p>An environment of intercultural understanding and integrity. A place where everyone is involved, valued and happy. A hub of innovation, enabling creativity and contemporary learning. A community where individuals succeed and make a difference</p>
Mission Summary Statement: <i>We are many communities, but we are one</i>
School Values
<p>We believe in the active engagement of the whole community. We believe that contemporary learning takes place when we are creative, collaborative and connected. We also believe that we have a shared humanity and we need to demonstrate compassion and ethical responsibility by enriching each other through our differences.</p>
School Values Summary Statement: <i>Caring hearts, ambitious minds!</i>
School Ambition (Vision)
A dynamic NAE, IB Continuum World School in South East Asia where everyone succeeds.

## I. Introduction: School and Community Profile

### Included:

General comments about the school, its setting, and the school's analysis of student achievement data.

The NISC Mid-cycle report states that:

NISC is situated on what used to be the outskirts of Phnom Penh - the capital of Cambodia. The city is developing at a rapid rate with an immediate neighborhood and demographics that are changing and evolving. Phnom Penh has experienced an increase in foreign investment and Cambodia is facing what is described as a *bright future*. Cambodia has experienced an annual economic growth of around 9% for the last few years with factories, agriculture and construction accounting for this growth. Phnom Penh has a growing middle class and a small group of incredibly wealthy families. Approximately half of our families are Cambodian and belong to the rising middle class or higher elite class.

The school's student population is aged between two and eighteen years old (a new EL2 class opened in 2016) and overall forty-two different nationalities are represented in the student population. There are currently 593 students enrolled, which is the highest enrollment since opening in 1995.

NISC is an IB World School, making use of the PYP, MYP & DP, and is located on a very spacious green campus. NISC's report describes the school as one that embraces diversity and fosters a community atmosphere of inclusion, respect and warmth. The IB Learner Profile is evident across the school and is a profile adopted for all community members. Local cultural customs are respected and observed and the school celebrates national events and holidays. English is the medium of instruction across the school, however the school is committed to supporting mother tongue language and students are able to consolidate and acquire additional languages including Khmer, French, Korean, Mandarin and Spanish. It is important to note that whilst Khmer is the local language, many Cambodian families who have attained middle and upper middle class standards of living are described as having turned their back on Khmer language and customs, choosing to only speak English at home. This results in students not always having a strong command of Khmer. The school has taken measure to address the issue by increasing Khmer language instruction at the lower early years levels and educating parents on the importance of supporting the Khmer language at home.

### Student and faculty/staff demographics

Our community is diverse and consists of the following:

1. **School Support and ground staff** - Mainly Cambodian with a varying degree of English language skills.
2. **Teaching body** - Twenty different nationalities, many of who speak two or three languages. The majority of our teachers have lived and worked in several different cultures and countries and have children who are third culture kids. As a result of a revised approach to recruitment and professional development, all teachers have IB training and or are experienced IB international educators.

Teaching Staff Nationalities 2016		No.	%age	Teaching Staff Nationalities 2016		No.	%age
1.	Australian	7	10.94%	11.	Nigerian	1	1.56%
2.	Belarussian	1	1.56%	12.	Filippino	2	3.13%
3.	Camodian	3	4.69%	13.	Polish	1	1.56%
4.	Canadian	10	15.63%	14.	South African	2	3.13%
5.	Chinese	2	3.13%	15.	Tunisian	1	1.56%
6.	Colombian	2	3.13%	16.	UK	8	12.50%
7.	French	2	3.13%	17.	Ukraine	1	1.56%
8.	Indian	3	4.69%	18.	USA	8	12.50%

9.	Korean	1	1.56%	19.	Uzbeki	1	1.56%
10.	New Zelandar	6	9.38%	20.	Venezuelan	1	1.56%

Faculty Demographics	Full Time	Part-time
Number of classroom teachers	63	3
Number of teaching assistants	24	0

The NISC report sites an ongoing concern for a high percentage of teacher turn-over noting several reasons that include: the challenges of living in a developing country; seeing NISC as convenient a training ground for entry into the IB and from which to move on from; and the significant recent changes in the administration, direction and governance of the school.

The school hopes that now NISC has consolidated its Strategic Direction and aligned it's philosophy to that of the IB and Nord Anglia Education that the school "...will realize a period of stability, continuity and consistency."

3. **Student Body** - Forty-two different nationalities. Cambodian families are approximately 55% of our student body. Approximately 90% of our students speak another language at home and English is not their mother tongue.

Northbridge Student Data (August 2016)			
Section	Grades/years as identified in the school	Age range of students	Total numbers of students in each section
Primary	EL2	2-3	12
Primary	EL3	3-4	26
Primary	EL4	4-5	40
Primary	KG	5-6	35
Primary	G1	6-7	31
Primary	G2	7-8	41
Primary	G3	8-9	39
Primary	G4	9-10	37
Primary	G5	10-11	51
Secondary	G6	11-12	42

Secondary	G7	12-13	41
Secondary	G8	13-14	39
Secondary	G9	14-15	39
Secondary	G10	15-16	55
Secondary	G11	16-17	40
Secondary	G12	17-18	26
<b>Total number of students in the whole school</b>			593
<b>Total number of students falling under WASC accreditation parameters</b>			515

## Facilities

The school's facilities currently consist of the following main areas, set within a 20 acre green campus:

- The Secondary School Building: a three-story air-conditioned academic block, which includes Secondary School offices, Staffroom, 3 science labs, 2 Design Technology labs, a dance/movement room, a number of classrooms and several smaller learning spaces.
- The Primary School Buildings: a three-story air-conditioned academic block with full sized classrooms, a number of smaller classrooms, two art classrooms, two music rooms and primary school administrative offices and staffroom. Primary Playground.
- The Early Learning building: a two-story air-conditioned academic block with full sized classrooms and own playground.
- The Hub Building: a two-story library, central administrative space, a spacious DP Student Lounge and student run café.
- Cafeterias: an air-conditioned cafeteria/Multi-Purpose Hall and Secondary School Café, with a full-service kitchen and performance stage.
- Sports facilities: Covered Gym, PE Offices, extensive school fields, outdoor swimming pool, outdoor Tennis Courts, outdoor Basketball/multi purpose courts

## Student achievement data for a three-year period

### Summary of school data:

1. Diploma Results (IBDP)
2. International Schools Data
3. Nord Anglia Data

### Diploma Results (IBDP)

The NISC Mid-Cycle Report makes the following analytical comments about student achievement: *Overall, the pass rate at NISC has been improving steadily and it is around or*

above the world average. The passing rate from the May 2016 session was 82%. The number of full Diploma students has fluctuated and ranged from 11 in 2016 to 19 in 2015. The best results were recorded for Khmer A Lit and Korean A LAL courses (respectively 6.25 and 6.50). The results for English A LAL were relatively stable and fluctuated around the world average. For the science subjects, the results were always below the world average. In contrary, results for Maths SL have been improving significantly and were above the world average for May 2016 (the school average was 4.75). The school has also excellent results in Visual Arts. The average school score (SL and HL) has risen from 4.33 to 5.25. The results for Individual and Societies subjects have been fluctuating and differed significantly. The overall results for Psychology were always below 4.0 and the world average. ITGS, History and ESS have oscillated around 4.0.

The achievements for TOK have been inconsistent. The mode for 2016 was D, while for years 2013-15 was C. Nobody has received E grade since 2013.

The results for EE have been improving consistently. There was only one sample with the failing grade (E) in 2013. In some subjects (Economics in 2015 and Khmer A in 2016) the marks were outstanding, with the school average score A.

### International Schools' Assessment Data

NISC has made use of ISA to assess performance in grades 3~10 since 2008. The ISA is used to assess in all five domain offerings: Mathematical Literacy, Reading, Narrative/Reflective Writing, Exposition/Argument Writing and Scientific Literacy.

### Snapshot of the ISA 2015 Data

Northbridge IS Cambodia All Students in ISA 2015 (Mean Z-Score)					
Grade	Mathematical Literacy	Reading	Narrative/Reflective Writing	Exposition/Argument Writing	Scientific Literacy
Grade 3	-0.3	0.4	0.3	0.2	
Grade 4	-0.3	0.3	0.1	0.3	
Grade 5	-0.1	0.5	0.2	0.6	
Grade 6	-0.2	0.2	0.2	0.5	
Grade 7	-0.5	-0.1	-0.2	0.3	
Grade 8	-0.1	-0.3	-0.4	0.0	
Grade 9	0.2	-0.7	-0.1	0.1	
Grade 10	-0.2	-0.5	-0.1	0.0	

In reflecting on ISA data, NISC reports that the school is "...making steady improvements and have encountered year on year improvement". The report provides the following comparative summaries as evidence of improved achievement:

## ISA Data - Reading

Northbridge ACS WASC Mid-cycle Progress Report			
NISC compared with	2014	2015	2016
ALL schools	50% of classes significantly below all schools 50% of classes below all schools	25% of classes significantly below all schools 75% of classes below all schools	100% of classes above all schools
LIKE schools	75% of classes below like schools 25% of classes above like schools	25% of classes below like schools 75% of classes above like schools	100% of classes above like schools
REGIONAL Schools	Not available	Not available	100% of classes above regional schools

## ISA Data - Writing Task A

NISC compared with	2014	2015	2016
ALL schools	25% of classes significantly below all schools 75% of classes below all schools	25% of classes below all schools 75% of classes above all schools	100 % of classes above all schools
LIKE schools	25% of classes significantly below like schools 25 % of classes below like schools 50% of classes above like schools	100% of classes above like schools	100% of classes above like schools
REGIONAL Schools	Data not available	Data not available	100% of classes above regional schools



## ISA Data Writing - TASK B

NISC compared against	2014	2015	2016
ALL schools	100% of classes significantly below all schools	25% of classes significantly below all schools 75% of classes below all schools	100% of classes above all schools
LIKE schools	50% of classes significantly below like schools 50% of classes below like schools	25% of classes below like schools 75% of classes above like schools	100% of classes above like schools
REGIONAL Schools	Data not available	Data not available	100% of classes above regional schools

## ISA Data - Mathematics Literacy

NISC compared against	2014	2015	2016
ALL schools	75% of classes significantly below all schools 25% of classes below all schools	75% of classes significantly below all schools 25% of classes below all schools	100% of classes below
LIKE schools	75% of classes significantly below like schools 25% of classes below like schools	50% of classes significantly below like schools 25 % of classes below like schools 25 % of classes above like schools	25% of classes significant below 25% of classes below 50% of classes above
REGIONAL Schools	NA	NA	75% of classes significant below 25% of classes below

## Nord Anglia Data Report Cards

Since becoming a NAE school the school reports that they benefit from the support of an Education Team (based in Oxford UK) and a NAE Linked Education Advisor. The School

Principal maintains monthly communication with a *Linked Advisor* and reports (via Skype) on school progress, developments and school data.

In addition, NAE collects and collates data (predicted and actual) for different age groups each year, allowing for another benchmark by which the school can be compared to the wider school community that exists within NAE.

### MAP Data

In 2015 the school trialled the use of MAP (Measures of Academic Progress) with two grade levels in Primary (Grades 3 & 5) with plans to extend use of MAP by adding grade 7 next year. There is a plan for all middle leadership leaders to receive PD in MAP

## II. Significant Changes/ Developments & Program Additions Since the 2013 Full Study Include

The NISC report notes *significant* changes since the full study of 2013. Had NISC not been in the midst of an ownership change and the implementation of new school structures and expectations with the transition to NSE, a *Substantive Change* visit would normally been expected, however, this Visiting Committee has incorporated a broader range of questioning and conversations across all levels of the school, reflective of a fully-study visit, to satisfy itself that processes are in place to ensure an effective school evaluation process in accordance to WASC expectations.

The most significant change since the full self-study visit of 2013 was the purchase of the school's program by Nord Anglia Education (NAE). The report summarizes NAE as follows:

*Founded in 1972, Nord Anglia Education is the world's leading premium schools organisation. Nord Anglia Education is currently a global family of 43 premium international schools in 15 countries across China, Europe, the Middle East, North America and Southeast Asia, providing a premium education to over 35,000 students around the world.*

The VC has verified the the following significant changes at the school since the last full WASC self study of 2013. Significant changes and their impact are summarized in the table below.

Significant Change / Development	Impact
New Relationship for NISC Under Nord Anglia Education & Governance	<ul style="list-style-type: none"> <li>• June, 2014 25-year lease agreement signed with the owner of NISC</li> <li>• annual rent paid to the Royal Group of Cambodia (developer-owners)</li> <li>• overall management responsibility falls under NAE with the daily operational decision making is left to the responsibility of the school</li> <li>• Governing Body of NAE informed by: <ul style="list-style-type: none"> <li>○ Annual budget &amp; resourcing meetings w/ NAE CEO - Administrative Level</li> <li>○ Annual quality review visit of the Linked Education Team Advisor with support of the Education Team - Educational Level</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Monthly Key Performance Indicators reported through a layered, color-coded dashboard system linked to individual component reports</li> </ul>
Nord Anglia Education - Corporate Educational Governance	<ul style="list-style-type: none"> <li>a clear structure of administration and governance adopted from other NAE schools</li> <li>greater quality assurances as a member school of a larger, for-profit organization</li> <li>Parent Advisory Board in redevelopment (While the school has taken proactive steps to create a Parent Advisory body and to bring parents into productive conversations at all relevant levels, there is a cultural understanding 'gap' that the school is continuing to address with the hope of finding key parents with the interest in assuming leadership roles.)</li> </ul>
Organization & Accountability	<ul style="list-style-type: none"> <li>'Principal' replaces the former 'head of school' as the lead administrative position of the school</li> <li>Principal reports to the Regional Managing Director (along with 8 other regional NAE school leaders)</li> <li>Financial oversight of NAE appointed Financial Director, in conjunction with NAE auditing through its Regional Finance Director and Regional Managing Director</li> <li>Adoption of annual and 5-year budget plans</li> <li>NAE Health and Safety Officer's annual visit audit the school's health, safety, child protection practices</li> <li>Biannual reports on student learning data</li> </ul>
NISC Leadership Changes Recorded in the Mid-Cycle Report	<p><b>Changes:</b></p> <ol style="list-style-type: none"> <li>School Principal* - Started at NISC in August 2015</li> <li>Secondary Head of section - Started at NISC in August 2016</li> <li>Head of Finance - Started at NISC in December 2014</li> <li>Director of Admissions and Marketing - Started at NISC in August 2014</li> <li>PYP Co-ordinator &amp; Primary Deputy – Promoted to role in August 2015</li> <li>MYP Co-ordinator &amp; Secondary Deputy – MYP Coordination since 2012. Deputy Status added in August 2016</li> <li>DP Co-ordinator &amp; Secondary Deputy – DP Coordinator started at NISC in August 2015, Deputy Status added in August 2016</li> <li>Literacy Coach (Specialist in Primary) - New position, created in August 2015</li> <li>Information Technology (IT) Director - Started at NISC in August 2016</li> </ol> <p>*The School Principal is also currently serving as the Acting Head of Primary (August 2016-January 2017) until the arrival of the new HoP in the new year.</p> <p><b>Leadership Team Changes Under NAE:</b></p> <ol style="list-style-type: none"> <li><b>Senior Leadership Team (SLT)</b> - consisting of the School Principal, Head of Primary, Head of Secondary, Admissions &amp; Marketing Director and Finance Director The SLT are responsible for the overall strategic running of the school.</li> <li><b>Educational Leadership Team (ELT)</b> - consisting of</li> </ol>

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	<p>the School Principal, Head of Primary, Head of Secondary, PYP Coordinator &amp; Deputy, MYP Coordinator &amp; Deputy, DP Coordinator &amp; Deputy, IT Director and Literacy Coach. The ELT is responsible for teaching and learning (written, taught &amp; assessed) and for reviewing the school's extensive data collections. Their work includes the implementation and development of the 3 IB Programmes and the IB continuum of education.</p>
Middle School Leadership	<ul style="list-style-type: none"> <li>A new structure of Middle Management leadership positions were created in August 2015. The positions include Heads of Year (HoY), Heads of Department (HoD) and Learning Leaders (LLs). The school report states that until August 2015, there were no middle management positions across the school. The positions have been created to support the ELT, raise academic achievement, review data and promote student well being.</li> </ul>
Calendar and Schedule Changes	<p>Various changes and adjustments have been made to school schedules and were implemented in August 2016:</p> <ul style="list-style-type: none"> <li>The Day 6 timetable model was changed to a Monday - Friday model.</li> <li>Grade 6 became the first year of the MYP programme (Grade 5 is now the final year of the PYP and MYP is now five years long).</li> <li>45 min sessions were changed to one-hour blocks across the whole school.</li> <li>The new whole school timetable allows for a shared recess, to embrace school spirit and cross-school initiatives for student leadership and action.</li> <li>The Curriculum Model was reviewed to ensure balance and increase the contact with the mother tongue programme.</li> <li>Monday morning classes begin at 10:00am, teachers meet from 8:00-9:30am every Monday for Professional Development, staff meetings and or collaborative planning meetings.</li> </ul>
Facilities & Learning Spaces	<ul style="list-style-type: none"> <li>To meet growth needs NISC has invested in facilities. These include: <ul style="list-style-type: none"> <li>A purpose built Early Learning block and outside play area</li> <li>A Library and Admin Block</li> <li>Refurbishment of the Secondary Block (including upgrade of all classrooms, Offices, Design and Science labs)</li> </ul> </li> <li>Future building plans include a purpose built Sports Complex (tentatively scheduled for August 2018). The new complex will include a 50m Olympic size swimming pool, several air conditioned sports courts, running track and latest state of the art gym and dance studios.</li> </ul>
Resources & Technology	<p>A significant investment has taken place to strengthen the IT network and provision.</p>

	<p>These include:</p> <ul style="list-style-type: none"> <li>• NISC is now a Google School</li> <li>• A stable internet connection</li> <li>• IT hardware &amp; software purchases</li> <li>• Increase in subscriptions</li> <li>• Laptops for all teachers</li> <li>• iPads for EI-G3</li> <li>• BYOD for G4 and above</li> <li>• Use of Managebac across the whole school</li> <li>• Book room and library collections have been considerably expanded</li> </ul>
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### Additional Comments on the Impact of Significant Changes and Developments

The NISC mid-cycle report notes that the the significant changes are indicative of "...a turbulent and rocky past.." but it goes on to point out that despite the many changes the school has remained *somewhat stable*. Certainly this has been borne out in the ongoing growth of the school. The VC concurs with perspective shared in the school report that NISC's current school culture is one that is a positive and trusting, and one where a sense of excitement and hope for the future exist.

With the supportive structures of NAE and a world-class IB curriculum, the VC concurs with the school's community that NISC is now in a stronger position to offer high-quality global learning opportunities. Of note has been the increased enrollment under NAE management, rising achievement data and an indication of great satisfaction from the parent community as indicated by recent NAE parent survey (May 2016) which identified a 93% parent satisfaction with the school. The NISC report notes that this increase in comparison to 2015 when only 54% responded that they would recommend the school. This favorable perspective was consistent with the VC's meeting with a representative parent group.

The NISC report states the following on the school's transition to NAE ownership:

*Joining NAE from a recruitment perspective had a varied impact. [Some] teachers chose to move on, as they did not like the idea of joining a corporate company, whilst others embraced it. Recruitment for the academic year 2016-2017 was a positive experience with a huge increase in good quality applications; newly recruited teachers expressed their motivation for joining NISC was largely to do with belonging to both the IB and NAE. Recent reviewed policies ensure transparency, consistency and equality.*

The VC concurs with NISC leadership that the school's financial position is sound, school finances are stable and funds are now well managed and distributed. NISC is well resourced and has new facilities that help to enhance delivery of its programs.

## II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

### Follow-up/Schoolwide Action Plan

**2013 Recommendation 1:** While clear policies exist, there is a need for NISC to develop and document a comprehensive and monitored set of procedures, protocols and practices that would reflect the broader context in which schools operate, and provide greater equity and consistency across the functions of the school.

- Suggested areas to explore would be: admissions and student support services, professional development, professional growth and appraisal, budget and procurements, and communication.

**Progress Made:**

- The NISC Mid-Cycle Report notes, and the VC concurs that “...significant work has been carried out in this area...” in part resulting from the need to comply with NAE corporate expectations. The following policies have been put in place:
  - Statement of insider Trading Policy
  - Anti-corruption and Bribery Policy
  - Code of Business Conduct and Ethics
  - Guidelines for Corporate Disclosure (Regularion FD Policy)
  - US Export and Foreign Trade Control Compliance Corporate Policy Statement
  - Policies and Procedures for Complaints Regarding Accounting Internal Accounting Controls, Fraud or Auditing Matters
  - Rule 105b-1 Trading Plans Guidelines
- Further to the pieces established by NAE, the school has also brought in NISC-specific policies after a review and approval process:
  - Hiring and Recruitment Policy (including all job descriptions and teacher contracts)
  - Teacher Handbook
  - Professional Development Policy
  - Language Policy
  - Assessment Policy
  - Learning Support Policy
  - Academic Honesty Policy
  - Admissions Policy
  - Evacuation Policy
  - Safe Place Policy

The VC views this recommendation as having been addressed.

**2013 Recommendation 2:** It is recommended that the newly created VIAs be reviewed in the light of the full IB Learner Profile and more fully monitored as longer term indicators of the successful learning outcomes across curricular and co-curricular programs for the students of NISC. This should include reference to the VIAs in the school student/parent reporting process.

**Progress Made:**

- The NISC Mid- Cylce reports that the VIA's no longer exist and the focus of the school is on the IB Learner Profile. Both the principal of the school and secondary principal confirmed information is provided to the parents about the IB philosposhy and components through IB Parent Coffee Workshops. Additionally, the elementary Student Council students talked about how the IB Learner Profile is shared and posted throughout the school in various languages and the parents of Early Learning students receive program and profile information through home visits which includes an introduction to the online Seesaw portoflio.

The VC views this recommendation as having been fully addressed as a result of the IB Learning Profile adoption.

**2013 Recommendation 3:** Establish a process of review for the effective development of a viable and relevant written curriculum, an accessible and differentiated taught curriculum, and high quality assessments focused on student learning Early Learning through Grade 12.

- The NISC Mid-Cycle report indicates that the written curriculum is documented in Managebac. The principal of the school and secondary principal discussed how this is new to the elementary school which is currently being trained to use this system. Also the report states that there is on-going professional development in differentiation, specifically to assist with the EAL learners. Finally, it states that assessment practices have been reviewed along with the

<p>Assessment Policy.</p> <ul style="list-style-type: none"> <li>• The internal and external review processes established by the IBDP/MYP/PYP programs.</li> <li>• In the secondary program, the IB's Approaches to Learning have been appropriately emphasized through professional development for teachers and used as reflection tools for students.</li> <li>• Establishment of the Educational Leadership Team to review curriculum, instruction and assessment as an ongoing review process for the school. ELT decisions have been used to map out future steps in this area.</li> </ul> <p>The VC views this recommendation as having been addressed.</p>
<p><b>2013 Recommendation 4:</b> The School needs to develop an Action Plan that addresses the longer term development of the school and effectively guides and provides for accountability through monitoring of the plan in a systemic and timely manner.</p>
<ul style="list-style-type: none"> <li>• Under new ownership and administration, NISC developed a longer term Strategic Plan that incorporated and went beyond the original parameters of the Action Plan originally developed for WASC purposes. The plan was adopted and shared to the stakeholders of the school, including the professional staff and the parents. The VC varied that the plan "...articulates school development for 2016 ~ 2020" and "...incorporates the WASC recommendations, Strategic Plan, IB Action Plans and NAE directions".</li> </ul> <p>The VC views this recommendation as having been addressed.</p>
<p><b>2013 Recommendation 5:</b> With a large, and increasing, English language learner population at the school, there is a need for NISC to develop greater organizational structures to support the effective implementation of the EAL program, enhance instructional strategies and provide professional development for <i>all</i> teachers and teacher assistants.</p>
<ul style="list-style-type: none"> <li>• The principal of the school and EAL teachers shared that this still is an area for growth as currently there is no EAL support for all grades. This was the one area of the school where the term <i>ad hoc</i> was used to describe the work of the teachers. It was clear to the VC that there was inconsistent coordination and a need for time and departmental leadership to develop a fully defined and articulated EAL program. As a noted change, there is no longer an additional fee charged for EAL identified students. Also, the NISC Mid-Cycle report, the principal of the school and EAL teachers understand that the EAL department will expand next year and budget has been approved. Staff across the school have expressed their concerns but felt that the concerns have been listened to and additional support will be added next year.</li> </ul> <p>The VC views this recommendation as in ongoing need of attention.</p>
<p><b>2013 Recommendation 6:</b> The school will need to collect, retrieve and analyze data about all aspects of teaching and learning. These data should inform judgements about the ongoing development, implementation, monitoring, evaluation and review of functionality, processes, protocols and practices contributing to student learning.</p>
<ul style="list-style-type: none"> <li>• In reviewing the data collections of the school, the VC is satisfied that significant improvements have occurred as a result of the performance focus of Nord Anglia Education and the required data collections provided by the school in order to report on the required KPIs of the organization.</li> <li>• The NISC report notes the following means of addressing data collecting and analysis: <ul style="list-style-type: none"> <li>◦ ISA and MAP data collection and analysis</li> <li>◦ The Nord Anglia Education Team also collect data from NISC on a regular basis and a Linked Advisor assists the school with data driven decisions.</li> </ul> </li> <li>• NISC leadership emphasizes the value of the Linked Advisor who brings educational expertise</li> </ul>

to the process as a type of educational coach who assists the Principal through professional dialogue, questioning and analysis insights that support the school to maintain a focus on identifying learning needs and remaining learning focused.

- As NAE is a relative newcomer to IB and to assessment tools such as ISA and MAP, the NISC administration does note that the unfamiliarity of these tools can make it more challenging to report back under its current dashboard indicators. NAE has expressed a desire to expand to schools that bring a more diverse pedagogical background and NISC is an important trend-setter or the organization with the potential to help shape effective data sharing and the feedback process.
- The VC spent forty-five minutes with the ELT reviewing the school's extensive data collections (both online and paper formats) and discussing with the literacy specialist (tasked with data analysis) and ELT members, each data collection component and how it has informed understanding of performance and the decision-making processes that have lead to plans for the school's future.

The VC views this recommendation as having been addressed.

**2013 Recommendation 7:** The school leadership need to document in a Master Plan the major strategic elements that will guide the ongoing intentions of the NISC development. This strategic initiative might include curriculum; marketing, research and admissions; student support; governance; financial; technology and infrastructure; facilities, grounds and maintenance; recruitment/retention/retirement and other categories that are expected to contribute to the purposeful development of the school.

- In examining how the school has addressed this recommendation, the VC feels that the need for a master plan, as envisioned by the 2013 WASC VC, is addressed by Nord Anglia's own internal review process which requires both a fully developed master plan and a consistently monitored follow up similar to an ongoing accreditation review. How this WASC recommendation was addressed can be divided between the school's pre-Nord Anglia days - when anecdotal evidence indicates that tangible steps were not being taken - and the Nord Anglia period when the internal mechanisms for review addressed this recommendation. The principal of the school shared with the Mid-Cycle VC team the ongoing dashboard and documentation process that Nord Anglia uses to monitor school progress across it's various schools. Each dashboard piece -- showing mandated Key Performance Indicators of the school -- requires monthly written documentation from the principal in the form of a *School Reflection Review* document, with NAE providing recommendations through a school visit and review report that is based upon a set of agreed-upon *Quality Assurances*.
- The Mid-Cycle Report from NISC notes that a new strategic plan had been approved by Nord Anglia and it's content was communicated to all stakeholders.

The VC views this recommendation has been addressed.

**2013 Recommendation 8:** The WASC self study process emphasizes the importance of in-depth gathering of evidence. The VC recommends the leadership collect comprehensive data from targeted community stakeholders with the overall purpose of verifying the actual program for students and determining if students are successful learners in the context of the schoolwide outcomes.

- Both the principal of the school and the secondary principal indicate some initial steps have been taken to increase one-way communication with the community stakeholders by holding IB Parent Workshops and the use of the blogs but as referenced in the report, little has been done to fully address this WASC recommendation. Therefore, the principal of the school has articulated that this will be intergrated into the strategic plan in order to effectivley collect data



<p>from the community stakeholders.</p> <ul style="list-style-type: none"> <li>• The VC is satisfied that the expectations of Nord Anglia will continue to provide adequate information that will allow school leadership to address this need into the future.</li> </ul> <p>The VC views this recommendation as having been addressed.</p>
<p><b>2013 Recommendation 9:</b> Technology - The school needs a coordinated and purposeful plan of technology integration that will provide a guaranteed reliable connection to all on-campus users and support the effective and meaningful use of technology in teaching and learning.</p>
<ul style="list-style-type: none"> <li>• In its tour and interviews of staff and students across the school, the VC has seen significant improvement in the school's planned use of technology. Of significance was a decision to implement a <i>Bring Your Own Device</i> approach for grades 4 ~ 12. To support that change, the school has "...ensure[d] the infrastructure is solid and reliable,..." which will allow the school to move to the next stage of development by "...examin[ing] the use of technology within the classroom".</li> <li>• The school has developed a technology strand within its Strategic Plan that outlines the next phases of development. This is developed with the support of the NA IT Regional Manager working in collaboration with the IT Director of the school. Freedom is given for schools to address needs and expansion goals within the school. Major developments include: <ul style="list-style-type: none"> <li>○ expansion of the wifi network system with further network expansions planned</li> <li>○ purchase of 140 ipad devices to support EY ~ Gr 3 learning</li> <li>○ development of an app to provide information access to parents</li> <li>○ processes to monitor all devices</li> <li>○ firewalls to protect school devices and learners</li> <li>○ integration of aspects of the system with Nord Anglia for network purposes (particularly human resources and marketing)</li> <li>○ plans to increase support teachers with IT integration into learning</li> </ul> </li> </ul>

### III. Commendations and Recommendations

#### Commendations:

- **The Visiting Committee identified the following items as aspects of significant note and commendation during the Mid-Cycle Visit. The VC commends**
  - 1) the stability brought about by Nord Anglia's acquisition of the school
  - 2) the focused leadership established under the Principal, which has brought a strong feeling of transparency and effective communication
  - 3) the ongoing commitment by school leadership and management to improve facilities and resources to benefit learning for all students
  - 4) the extensive data collections to drive the decision-making process at all levels of the school
  - 5) the distribution of leadership and a shared decision-making process that has empowered the professional staff to deeper levels of commitment to school improvement
  - 6) the establishment of a positive and forward-looking sense of schoolwide staff morale
  - 7) the extensive PD opportunities, focused on addressing school goals within the strategic

plan

- 8) the expectations established by school administration for increased student responsibility-taking that is consistent with the IB Learner Profile
- 9) the professionalism and commitment among the teaching and administrative staff
- 10) the use of data to inform planning in every aspect of the school, including the strategic plan. The VC feels that the strategic plan has been purposefully developed from the school and organization's extensive data collections (KIPs) resulting in a highly effective road map for the future direction of the school.

**Recommendations:**

- **The Visiting Committee identified the following recommendations during the Mid-Cycle Visit. The VC recommends**
  - 1) that the school continue to explore greater consistency and expansion in the compensation package offered to the professional staff of the school
  - 2) that school leaders review the admissions policy to ensure that all requirements are fulfilled so that students are placed appropriately to be successful in all components of the academic program
  - 3) that the school explore development of a whole school student support department to address the language and learning challenges and provide the necessary classroom support
  - 4) that the school look for opportunities to further develop student engagement with the resources and spaces for learning resource / HUB centers
  - 5) that the ELT identify the essential student performance data collections for a streamlined and sustainable data collection process
  - 6) that middle leadership continue to explore the full extent of their roles and seek continued professional development in their individual areas
  - 7) that the administration of the school participate in WASC accreditation training opportunities and establish a structure within the school that addresses ongoing change under the leadership of a WASC Site-Coordinator.

## Appendix 1

### NISC School's Vision, Mission and Learner Outcomes Review Process

NISC began a full review of the school philosophy statements in August 2015 with the arrival of the new School Principal. The process can be summarised as follows:

1. Teachers and parents participated in a confidential formal survey to identify satisfaction, school direction and opportunities for growth.
2. Members of the Senior Leadership Team (SLT) conducted a SWOT (Strengths, Weaknesses, Opportunities, & Threat) analysis. A review of the whole-school WASC and IB Action Plans were carried out.
3. A Strategic Focus group was created, consisting of members of a variety of stakeholders. A two-day training exercise was conducted. The objective was to merge and align IB and NAE philosophy and preserve what was unique about NISC. A draft philosophy statement was created, including draft Strategies for a whole school Strategic Plan. The Strategic Plan incorporated WASC recommendations and IB standards and practices.
4. The Strategic Plan and new refined philosophy statements were reviewed with the NAE Regional Team and NAE Regional Managing Director.
5. The final statements and a Strategic Plan were presented to the whole school community in August 2016.
6. A school wide action plan was constructed to identify key actions 2016-2020 to implement the aligned philosophy and Strategic Plan.

The final philosophy statements consist of a School Mission, Values and an Ambition (Vision).